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1-7-2015

# Theme A: Day 5 Plan

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### Recommended Citation

Purdue University College of Education, "Theme A: Day 5 Plan" (2015). *“Becoming a Spacewalker: My Journey to the Stars” Teacher Resources*. Paper 6.  
<http://docs.lib.purdue.edu/swresources/6>

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## THEME A

### DAY FIVE SHARED READING PLAN of *THE SPACE AGE*

*BECOMING A SPACEWALKER: MY JOURNEY TO THE STARS* BY ASTRONAUT JERRY L. ROSS

TEACHING CONTEXT: Shared reading/thinking, whole class or small group

LANGUAGE ARTS FOCUS: oral reading fluency/expression, comprehension, vocabulary

MATERIALS NEEDED FOR LANGUAGE ARTS: book or *The Space Age* story, personal word walls, blown up beach ball, overhead or document reader or some other means to project text

#### Day Five: *The Space Age* (p. 9)

Purpose of day five language arts:

- Reintroduce *The Space Age*, activate prior knowledge, make connections both personal and textual
- Revisit the map and timeline as sources of information
- Support children's extension of text meaning by sharing the reading and thinking
- Model fluent, phrased, and expressive reading with attention to phrasing and the use of punctuation in oral reading
- Model strategies for comprehension and word-solving with attention to sophisticated language and content vocabulary while rereading
- Model adding new vocabulary to personal word wall
- Model making inferences from the actions and experience of the characters using evidence in the text

#### Before Reading

Possible teacher talk in blue.

- Attention-getter: Refer to day five of the MISSION SCHEDULE. Briefly explain what will happen on day five. Today we will be adding six new words to our word walls: rocket, orbit, venture, man-made, launch, satellite.
- Provide story introduction: Today we are going to share the reading and thinking again, just like we did yesterday. First, let's study the map. Remember that Jerry was in fourth grade, so he was still living in Crown Point, Indiana. Next, check the timeline. See if you can find the year 1957, when Jerry entered fourth grade. Now can you find the historic event in flight and space history that took place? What was that event? What was the name of the Russian satellite?
- Continue introduction: Remember that Jerry told us that October 4, 1957, was a normal day at school, but then an historic event happened. The result was the birth of the Space Age.

- Activate prior knowledge/make connections: *Sputnik 1* was about the size of this beach ball. (Turn to page 11 to show an image of *Sputnik*.) But it weighed nearly 184 pounds, about the weight of an average adult man. Can you pick up an adult man? Can you pick up a beach ball?
- Focus on vocabulary: Before we begin, see if you can find a new word in this story in the first paragraph: venture. I wonder what the verb "venture" means? Does it sound like another word you know? What do you think it could mean?
- Set a purpose for reading: Let's read to find out what it was about *Sputnik's* launch that surprised scientists in 1957.

### During Reading

- First, we will read the first two paragraphs together. Let's remember to say the title and remember to make your reading sound like talking by pausing at the commas, and by pausing a bit longer at the periods.
- Now, I'm going to read the next paragraph alone. Listen to how I make my own voice sound like talking. At the end of the paragraph, what did the TV newsman say? How can you make your voice sound like a serious TV newsman? Can you practice with a partner?
- Now, listen while I read the last three paragraphs. How do think Jerry felt about *Sputnik*? Was he alarmed? Was he frightened that it was orbiting the earth? What do you think? Which words are your evidence?

### After Reading

- What does the verb "venture" mean to you now? The dictionary says that it means to dare to do something or go somewhere that may be dangerous or unpleasant. Would living in outer space be dangerous? Why?
- Add the new words to your word wall. I have them listed on the board.

### After Reading Language Arts Multilevel Activity

- Each child selects a word wall word to define and illustrate. Each child needs a plain sheet of paper and markers or colored pencils. The child prints the word on the top of the page. The child looks up the definition in a dictionary and writes it on the page. The child illustrates the word. Children could compose a sentence using the word.

LET'S CHECK OUR MISSION SCHEDULE TO SEE WHAT WE WILL BE DOING TOMORROW.

Note to teachers: Consider prompting children to begin thinking about the subject of their final project. See day ten for a list of possible ideas.